



Roadmap for the Journey
The Trainer's Guide

Module
2



Description of Module 2

Partnering with Families as They Guide the Way

Module 2 seeks to convey the importance of partnering with families as they participate in the early intervention system. Family-centered supports and services are the cornerstone of early intervention. This module defines this approach and identifies principles for guiding how service coordinators collaborate with families. Supporting family cultures, values, and languages is a central focus of this module. Information about effectively working with interpreters and translators is also included. Effective communication skills, including active listening and people-first language, are emphasized. Tips on “do’s and don’ts” for home visitors are also provided.



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Competencies

- Demonstrates knowledge, understanding, and the ability to put into practice the philosophy of family-centered supports and services in early intervention.
- Demonstrates knowledge, understanding, and commitment to guiding principles that support families first.
- Demonstrates knowledge, understanding, and the ability to encourage participation from all family members in the child's program.
- Demonstrates knowledge, understanding, and the ability to empower families by facilitating family decision-making without imposing personal biases, supplanting family authority, or encouraging long-term dependence on program staff.
- Demonstrates knowledge and understanding of the impact of personal cultural heritage as it influences the service coordinator's behavior, values, and beliefs.
- Demonstrates knowledge and understanding, as well as a commitment to, respecting family values and adapting intervention practices to fit the cultural context of all families.
- Demonstrates knowledge and understanding of the role of family cultures, values, and languages as they relate to parental reactions to handicapping conditions and family coping strategies.
- Demonstrates knowledge, understanding, and the ability to put into practice appropriate use of translators and interpreters.
- Demonstrates knowledge, understanding, and the ability to communicate effectively with families and professionals.
- Demonstrates knowledge, understanding, and the ability to follow family-centered practices related to home visiting.



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- 2.11 Field Observation: Working with Families, Service Providers, Translators, and Interpreters

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Module Instructions

Procedure/Activity	Materials	Time
<p>2.1 Family-Centered Partnerships</p> <p>Introduce the module by explaining that this module addresses the importance of family-centered partnerships. Briefly review the topics to be covered. Ask the participant(s) to complete the handout. Have them briefly share their experiences.</p>	<p>2.1 <i>Family-Centered Partnerships</i></p>	<p>15 minutes</p>
<p>2.2 One of the Family</p> <p>Show the video <i>One of the Family</i> (or similar one) for the purpose of setting the stage for this module. This video features four families who have a child with a special challenge. They discuss their values that motivate them in providing for their child.</p>	<p>Video <i>One of the Family</i> Television VCR</p>	<p>26 minutes</p>
<p>2.3 Family-Centered Supports and Services</p> <p>Show PowerPoint <i>Family-Centered Supports and Services</i> (slides 1-10), making the points and engaging the learner in discussion as desired.</p>	<p>PowerPoint <i>Family-Centered Supports and Services</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired</p>	<p>30 minutes</p>
<p>2.4 Guiding Principles for Family Centered Early Intervention</p> <p>Beginning with PowerPoint <i>Family-Centered Supports and Services</i> slide # 11, introduce handout 2.4 <i>Guiding Principles for</i></p>	<p>PowerPoint <i>Family-Centered Supports and Services</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of</p>	<p>15 minutes</p>

Procedure/Activity	Materials	Time
<p><i>Family-Centered Early Intervention.</i> As you present and discuss remaining slides (#11-16), facilitate discussion of the meaning of each principle.</p> <p>Instruct the participant to briefly list on the handout an example of how this principle would be recognizable in practice. There are no “right” or “wrong” answers. The purpose of the exercise is to stimulate understanding and assess the participant’s comprehension of the principles.</p>	<p>PowerPoint, if desired</p> <p><i>2.4 Guiding Principles for Family-Centered Early Intervention</i></p>	
Break		10 minutes
<p>2.5 Supporting Family Cultures, Values, and Languages</p> <p>Review article 2.5a in order to facilitate discussion.</p> <p>Show PowerPoint <i>Supporting Family Cultures, Values, and Languages</i>, making the points and engaging the learner in discussion as desired. Trainer’s notes are available for slides #10 and #13.</p> <p>Provide copy (or point to website) of article 2.5a for the participant as an outside reading assignment.</p>	<p>Two copies of 2.5a <i>CLAS: Culturally & Linguistically Appropriate Services – Cross-Cultural Considerations in Early Childhood Special Education</i> (CLAS Technical Report #14). Chapter/Section III <i>Multicultural Views of Disability</i>. [Online: http://clas.uiuc.edu/techreport/tech14.html]</p> <p>PowerPoint <i>Supporting Family Cultures, Values, and Languages</i>, disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired</p>	30 minutes
<p>2.6 It’s a Three-Way Conversation: Families, Service Providers, and Interpreters Working Together</p> <p>Review information in handout 2.6</p>	<p><i>2.6 It’s a Three-Way Conversation: Families, Service Providers, and Interpreters Working Together</i></p>	20 minutes

Procedure/Activity	Materials	Time
with the participant, making adjustments for district-specific procedures.		
2.7 A Personal Journey Instruct the participant to complete form 2.7. Facilitate a discussion allowing the participant to share examples from the form. Discuss how a person's own cultural heritage influences their behavior, and how this might impact their interactions with families.	2.7 <i>A Personal Journey</i>	20 minutes
2.8 A Three-Way Conversation – Effective Use of Cultural Mediators, Interpreters, and Translators Show video (or similar one of choice) highlighting comments and insights from parents and providers.	Video <i>A Three-Way Conversation – Effective Use of Cultural Mediators, Interpreters, and Translators</i> Television VCR	20 minutes
Break		10 minutes
2.9 Skills to Ease the Journey Show PowerPoint <i>Skills to Ease the Journey</i> , making the points and engaging the learner in discussion as desired. Trainer's notes are available for slides #4, 5, and 9.	PowerPoint <i>Skills to Ease the Journey</i> (disc, web, or Blackboard) Computer with monitor or laptop or projector for viewing PowerPoint Print and provide handout of PowerPoint, if desired	30 minutes
2.10 People First Language Provide a copy of article 2.10 <i>People First Language</i> , and instruct the participant to read and place in portfolio. This may be accessed at: http://www.disabilityisnatural.com/pdf/PFL.pdf	2.10 <i>People First Language</i>	5 minutes
2.11 Related Field Observation	2.11 <i>Working with Families, Service Providers, Translators,</i>	5 minutes

Procedure/Activity	Materials	Time
<p>Provide the participant with the observation form <i>2.11 Working with Families, Service Providers, Translators, and Interpreters</i>. Instruct the participant to arrange a field observation with an experienced service coordinator on a visit where a translator/interpreter will be used. Arrange a time to follow up with the participant to discuss his/her observations.</p>	<p><i>and Interpreters</i></p>	<p>Estimated time for entire module=4 hours.</p>



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